

Childminder report

Inspection date: 26 March 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder works closely with his co-childminder to foster a warm, homely environment where children feel safe and secure. Children enjoy the freedom to explore the learning space. They make independent choices about their play as they engage with the variety of toys and resources available to them. The childminder's curriculum is clear. He plans activities that cater to children's interests and focuses on the changing seasons of the year.

Children enjoy spending time with the kind and patient childminder. They look to him for reassurance. Children listen well and respond positively to his guidance. They readily go to the childminder for a cuddle if they need reassurance or are starting to feel tired. The childminder has high expectations for children's behaviour. He is a positive role model, and children demonstrate good behaviour and a positive attitude towards their learning. There are clear expectations in place, and children are encouraged to be kind to their friends.

Children show a keen interest in play and demonstrate a positive attitude towards learning. They particularly enjoy playing in the sand. They patiently use spades to transfer sand from one container to another. Children concentrate very well and enjoy filling and emptying containers of different sizes. The childminder demonstrates how to build a sandcastle, using mathematical language in context, such as fill and empty. Children are joyful and proud as they successfully tip the bucket over to make a sandcastle. The childminder praises them for their achievements.

What does the early years setting do well and what does it need to do better?

- Parents are complimentary about how well the co-childminders work together. They praise the communication and note that they are well informed about their children's learning and daily routines. This includes regular updates throughout the day and speaking with them personally if they have concerns or worries. Parents highly recommend the co-childminders and feel that their children are making good progress.
- The childminder completes all mandatory training, such as safeguarding children and paediatric first aid. He also extends his knowledge by working with his co-childminder. He attends online training and webinars to expand his knowledge and practice further.
- Overall, teaching is effective. However, the childminder sometimes overlooks the varying ages of the children. For instance, the childminder reads a book about spring and the growing process. During this activity, younger children struggle to engage and participate fully. As a result, children often fail to benefit from available experiences and become disengaged.

- Children enjoy activities that help to promote their physical development. Older children develop a range of ball skills, including throwing, catching, bouncing and kicking. Younger children learn to balance on stepping stones. The childminder also takes children to the park where they can climb and develop their coordination skills on larger play equipment.
- The childminder plans many opportunities and experiences for children to explore in his garden. Children use their imagination when pretending to make lunch using a selection of kitchen utensils, such as whisks and spoons, in the outdoor kitchen. They use their hands and fingers when digging for dinosaurs in the sand and soil. The childminder encourages them to explore natural materials, such as stones and pinecones.
- The childminder gets to know the children well and understands their abilities. He has a good understanding of children's interests and stage of development. However, the childminder sometimes fails to use open questions effectively to build on the learning of older children and challenge them further.
- The childminder supports children's health and well-being. He discusses with children why fruit is important and ensures that they have regular access to drinks. The childminder uses care routines to strengthen further the positive relationships he has with children. He speaks gently to them during interactions as he completes nappy changing routines.
- Young children enjoy looking at books with the childminder. He models words for children to hear and imitate, points to the pictures and asks children questions about what they see. This helps promote children's early literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- ensure that all adult-led activities are suitable for the age and stage of the children so that they do not lose concentration and become disengaged
- improve the use of open questions to challenge the older children's thinking and fully explore what children already know and can do.

Setting details

Unique reference number	201129
Local authority	Warwickshire
Inspection number	10380594
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	12
Number of children on roll	10
Date of previous inspection	14 June 2019

Information about this early years setting

The childminder registered in 2000. He lives in Bedworth in Warwickshire. The childminder works with his wife, who is also a registered childminder. The childminder operates his provision all year round, from 7am to 5.30pm, Monday to Thursday, except bank holidays and family holidays.

Information about this inspection

Inspector

Clare Walton

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder showed the inspector the premises and discussed how he ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector took account of parents' views during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025